

Information on the Proposed Student Rating of Teaching Form

Why adopt a new Student Rating of Teaching (SRT) Form?

- Several rating items on the current form privilege certain pedagogies
- Current form may be an impediment to increasing academic rigor
- Current form may be an impediment to teaching innovation and experimentation
- Several items on current form fail criteria for survey construction (Berk, 2006)
- Current form fails to address important dimensions of teaching (Feldman, 2007)

How does the revised SRT Form address these concerns?

- Revised form is pedagogically neutral
- Has items capturing important dimensions of effective teaching associated with student learning (and which students are capable of assessing)
- All items meet criteria for survey construction
- Includes an item related to academic rigor
- Includes a demographic item regarding the student's initial desire to take the course as one perspective for interpreting the data
- Allows instructors or departments to add two additional items of their own choosing

How has the revised SRT Form been tested?

Versions of the form were piloted 3 times (Fall 2007, Spring 2008, and Fall 2008) in 63 classes (50 undergrad/13 grad) taught by 37 different instructors, including 7 faculty who were affiliated with the Committee with a total return of 1060 forms.

- Faculty piloters not on the Committee were surveyed: 62.5% preferred the revised form, 31.25% expressed no preference, only 6.25% preferred the current form.
- Students who used both the revised form and the current form were asked to make a comparison of the two forms: 60% preferred the revised form, 26% expressed no preference, only 14 % preferred the current form.

Statistical analysis showed:

- The revised SRT form captures the instructional dimensions that are measured on the current form (such as organization and clarity).
- The revised form has a high degree of internal consistency.

Who has done this work and what happens next?

An ad hoc Faculty Senate subcommittee was appointed in April 2007 to review/revise the current form. The Committee has gone through several stages of research, development and piloting of the new form. On February 26, 2009 the Faculty Senate endorsed the revised SRT form and recommended implementation in Fall 2009. This recommendation will go to a faculty vote in mid-March, 2009.

I have more questions about this revised form, where can I get more information?

The full report with a list of the committee members can be found at <http://www.lmu.edu/Page47426.aspx>. In addition, the Committee developed and distributed guidelines for interpreting student rating data. (See <http://www.lmu.edu/Page35750.aspx>)